Primary and Secondary School Threat Assessment Tool

School’s role
- Recognize the presence of a threat
- Assess the threat
- Respond to the threat
- Ensure safety of all involved
- Provide Emergency Notification and Timely Warning

Role of Police Department
- Receive report of a threat
- Evaluate the threat
- Activate the Threat Assessment Team when necessary
- Inform staff as needed
- Contact individuals at risk when appropriate
- Fill out threat assessment document
- Contact President when necessary
- Provide appropriate response

Threat Assessment Team Members
- Principal
- Vice Principal
- Counselors
- Nurse
- School Security Officer (if available)
- Teachers of affected student
- Other:_____

Team’s role
- Support Threat Assessment Team Leader
- Complete Behavioral Assessment of person making the threat
- Provide support to recipient of threat and/or witnesses
- Contact appropriate individuals
- Support staff
- Provide follow-up interventions
- Finish interview process

Remember, context matters when assessing a threat

Definitions
Transient Threat
A statement that does not express a lasting intent to harm someone. It is either intended as a figure of speech or reflects feelings that dissipate in a short period. A transient threat does not require protective action because there is no sustained intent to carry out the threat.
Ex: “I’m going to kill you” says a friend to another friend in a joking manner

Substantive Threat
A statement that expresses a continuing intent to harm someone. It may express emotions like a transient threat, but it also indicates a desire to harm someone that extends beyond the immediate incident or argument.
Ex: “I’m going to kill you” said while pointing a gun at someone or said after an altercation.
If there is uncertainty as to the nature of the threat, treat it as substantive.

Indicators of a Substantive Threat
- Does the individual acknowledge the inappropriate behaviors?
- Is the individual credible?
- Are there accomplices?
- Has the individual made the threat evident to others?
- Is there a specific plan?
- Has the individual made the plan evident to others?
- Is there physical evidence of intent to carry out a plan (e.g. a notebook with times, bomb materials, etc?)
- Has the individual repeatedly mentioned this threat?
- Are weapons mentioned?

Threat Assessment Team Leader Checklist
- Transient or Substantive Threat
- Identify Team Members
- Identify individual planning the attack
- Identify targets of the potential attack
- Identify witnesses
- Interview process
- Ensure safety
- Contact appropriate individuals
- Interventions
- Discipline
- Documentation
- Storage of documentation

Contact Numbers
- Local Police Department: ____________
- Local Fire Department: ____________
- Office of the District Superintendent:_________
- County Bomb Squad:_________
- County Sheriff’s Department:_________
- Indiana Department of Education:_________
- Indiana Department of Homeland Security:_________
- FBI:_________
- Bureau of Alcohol, Tobacco, Firearms, and Explosives:_________

For more information, visit PHSI’s website at: http://www.purdue.edu/discoverypark/phsi/
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Is there a credible threat?

<table>
<thead>
<tr>
<th>YES</th>
<th>Admins will notify parents, appropriate students, and faculty/staff.</th>
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<tr>
<td>NO</td>
<td>If School Admins determine there is NO need for the issuance of a Timely Warning / Emergency Notification, school will continue as usual.</td>
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EMERGENCY INCIDENT LEVELS

LEVEL 1: A major disaster or imminent threat involving the entire campus and/or surrounding community requiring immediate issuance of a Timely Warning and/or Emergency Notification by OIC / PDC

LEVEL 2: A major incident or potential threat that disrupts sizable portions of the campus community that may require immediate the issuance of a Timely Warning and/or Emergency Notification by OIC / PDC

LEVEL 3: A minor, localized department or building incident that is quickly resolved with existing University resources or limited outside help. Determination of Timely Warning and/or Emergency Notification requirements based on incident details and situational assessments made by school administrators.

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